

Statement of Teaching Responsibilities

Prior to doctoral study at the University of Oregon, I served as an educator overseas, where I taught media literacy and production with respect to issues of health, gender, civil society. In Chad, for example, I worked with youth groups to produce narratives for a national radio service as well as photojournalism for a gallery attended by Chadian government officials and U.S. embassy personnel.

At the University of Oregon, my role as an educator became formalized. In the School of Journalism and Communication, I became ensconced in college-level teaching, its practices and norms as well as its challenges in reaching an undergraduate population. Since I began my doctoral program in the fall of 2016, I have served as a teaching assistant to eight courses in the field of media and communications. In two instances, I assisted the same course in different terms at the request of faculty teaching those courses.

Through my experience as a teaching assistant at the University of Oregon, I have learned strategies and techniques to engage with and motivate students. I have learned how to develop and lead lectures that use an education entertainment style of learning complete with multimedia. I have learned how to structure and lead office hours that to enhance student learning through one-on-one communication. Finally, I have learned how to structure rubrics and interact with students based on rubrics. This includes goal-setting, policy transparency, and grading in clear and unambiguous ways.

In the summer of 2018, I served as an instructor of record for the first time when I taught Strategic Writing and Media Relations (J352) over the course of eight weeks. In this course, I helped students navigate technical writing projects toward a final project that synthesized research and original thought. Projects that preceded the final acted as milestones to gauge

student progress. I worked with students to develop a final project prospectus, which served as a roadmap toward a media kit. In the wake of assigned readings, writing, and rewriting communications collateral like news releases, students refined their prospectus to manage their media kit's depth. Lead time to create the kit inevitably stimulated student anxiety. To help mitigate that anxiety, I heavily advocated for student-teacher check-ins. Check-ins allowed me to help students with task management, writing quality, and most importantly, facilitate supportive dialogue.